



**Crime Prevention Lessons
for High School Students**



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Introduction

Crime Prevention Lessons presented here are intended to increase student knowledge of personal safety strategies that can help keep them safe and to encourage their proactive involvement in crime prevention efforts in their schools and communities. Specifically, lessons provide the following:

- ◆ the facts about crime and its impact on young people;
- ◆ strategies students can incorporate in their lives to reduce their likelihood of becoming crime victims; and,
- ◆ opportunities for teens to take a stand by becoming involved in crime prevention efforts in their schools and communities.

The content of lessons has been derived from the most credible current sources and these lessons have been correlated with key Virginia Standards of Learning. Lessons focus on the following topics:

Lesson I: Crimes Against Teens . . . Know the Facts!

Lesson II: Pick Your Place . . . Stay Safe!

Lesson III: Safe at Home!

Lesson IV: Boyfriend . . . Girlfriend . . . Be Safe!

Lesson V: Crime Victim and Witness Rights

Lesson VI: Take a Stand . . . Make the Call!

Throughout Virginia, schools, police departments and sheriffs' offices are working in partnerships to keep schools safe and conducive to learning. These lessons are intended to serve as an additional resource supporting these partnerships. Lessons are designed to be taught by school resource officers (SROs) working with classroom teachers to complement instruction across a variety of subject areas. These lessons are intended to serve as an additional resource for SROs who provide law-related education as part of their core responsibilities in schools. It is recommended that SROs coordinate with the school administrator prior to delivering instruction.

The KIDsafe Virginia Parent Guide to Crime Prevention for Teens also is available for use as a complementary program component. The Guide is designed to enhance communication about personal safety between parents and their teens, and to encourage effective adult supervision and protection. The Guide may be used separately in presentations to parents, or it may be sent home to parents with students who participate in the lessons.

Presenter Information

Goals of Crime Prevention Lessons

The overall goals of these crime prevention lessons are to:

- ◆ increase knowledge of crime and its impact on individuals and the community;
- ◆ teach strategies for crime prevention;
- ◆ reduce delinquency-prone attitudes;
- ◆ build belief in ethical rules and the need for laws;
- ◆ foster empathy for crime victims; and,
- ◆ encourage active youth involvement in crime prevention efforts.

Preparing to Present Crime Prevention Lessons

As a presenter, you'll be more successful if you —

- ◆ Take time to become thoroughly familiar with program materials. Included for each lesson are the learning objectives, instructional notes, activities, handouts and supplementary resources. Related Virginia Standards are listed in a chart following all lessons.
- ◆ Anticipate the possibility that students may disclose personal information and plan to handle such cases sensitively and in accordance with applicable legal requirements, particularly when abuse or exploitation are suspected.

- ◆ Avoid “scare tactics.” Relating gruesome tales is likely to increase fear to unreasonable levels. The goal is to help students become more aware and alert — **not** to frighten them! Examples can add to a lesson; however, “war stories” should be kept to an absolute minimum. Experiences shared should be carefully selected to directly support the specific lesson objectives.

Adjust your presentation to the developmental levels of your audience:

- ◆ Young teens (ages 13 to 15) typically are able to deal with concepts and abstract thinking. They have a strong need for peer affiliation and approval, for expanding their boundaries, and for being in control. They enjoy being actively involved in learning by making suggestions and practicing skills.
- ◆ Older teens are beginning to assume the responsibilities normally associated with adults. They typically have a high level of interest in their emerging young adult roles, and they are able to make connections between issues being discussed and how they affect their communities.

A Word About Children With Special Needs

It is very important that youth who are physically and/or developmentally challenged take part in crime prevention education because they often are more vulnerable. It is recommended that presenters work with the school's special education specialists to ensure that children with special needs are included in crime prevention programs.

LESSON I. Crimes Against Teens . . . Know the Facts!

Overview:

This lesson is intended to raise student awareness of crime and its impact on them, while encouraging their active involvement in crime prevention.

Learning Objectives:

Students will:

- 1) demonstrate heightened awareness that teenagers experience property and personal crime more frequently than their parents or grandparents;
- 2) increase their understanding of the purposes and benefits of crime prevention;
- 3) increase their knowledge of key Virginia crime prevention resources; and,
- 4) increase students' awareness of opportunities to get involved in crime prevention activities within their schools and communities.

Materials:

- ◆ "Crimes Against Teens . . . Know the Facts!" handout.
- ◆ "Let's Talk About Crime Prevention" handout.
- ◆ Selected local crime statistics.
- ◆ Newspaper articles featuring related crimes and prevention strategies.
- ◆ Brochures/posters featuring the KIDsafe Virginia Toll-Free Safety Hotline 1-866-SAFE-VA-1 (1-866-723-3821) and the on-line safety suggestion box: www.vasafeschools.com.

Presentation:

INTRODUCE the lesson by explaining that teenagers experience property and personal crime more frequently than their parents or grandparents. Explain that in today's lesson they will learn about crime prevention, examples of youth involvement in crime prevention activities, and about resources especially for Virginia students.

DISTRIBUTE the handout, "Crimes Against Teens. . . Know the Facts!"

Suggestion: Help students make the connections by adding local crime statistics and case examples to your presentation. Newspaper articles about the topic/issue also can add interest.

PRESENT the content of the "Crimes Against Teens. . . Know the Facts!" lesson.

Facilitate class discussion by asking student volunteers to share their responses to the "Crimes Against Teens" information.

ASK: Who does crime hurt?

- ◆ **EVERYONE!** The first victim is the person who suffers the loss or injury.

Examples: a wallet is stolen, a store is robbed, a mailbox is vandalized.

- ◆ The other victim is the community.

Examples: When crime rises in a neighborhood:

- ◆ neighbors retreat behind locked doors;

- ◆ merchants close businesses;
- ◆ streets become empty at night; and,
- ◆ fear creates isolation and the isolation increases a neighborhood's vulnerability to crime.

ASK: What is crime prevention?

- ◆ It means reducing the chances for criminals to victimize you, your family and neighbors.
- ◆ It means protecting property and teaching kids and adults to be alert and aware.
- ◆ It means doing things that build communities up, and stopping things that tear communities down.
- ◆ It involves not only "watching out" but also "helping out." It takes citizens, including teens, working together to make communities — and schools — better places to live.

INTRODUCE students to the KIDsafe Virginia hotline and on-line safety suggestion box:

Make-the-Call HOTLINE - Using a toll-free number, students can anonymously report conditions that they believe could potentially threaten the safety and security of their schools or communities.
1-866-SAFE VA 1

KIDsafe VA SAFETY LINE - Students, their parents and other citizens can use an on-line "suggestion box" to recommend strategies for enhancing the safety and security of youth in schools and communities throughout Virginia.
www.vasafeschools.com

Suggestion: Use this opportunity also to promote any local crime reporting resources such as established school and community crime-lines or tip boxes.

INTRODUCE students to the fact that teens can play important roles in preventing crime in their schools and communities.

REVIEW examples of youth crime prevention projects on the handout.

Suggestion: Use this review as an opportunity to promote existing local youth crime prevention initiatives and to generate student interest in additional activities.

RECAP and REVIEW:

- ◆ What is crime prevention?
Reducing the chances for criminals to victimize you, your family and your neighbors.
- ◆ Why should teens be concerned about crime prevention?
Teenagers experience property and personal crime more frequently than their parents or grandparents.
- ◆ What are two opportunities that Virginia students have right now to become involved in making their schools and communities safer?

Make-the-Call HOTLINE
1-866-SAFE VA 1

KIDsafe VA SAFETY LINE -
www.vasafeschools.com

- ◆ What are young people doing to help prevent crime in their schools and communities?
Victim/witness assistance; forums and discussion; peer counseling; fighting vandalism; drug abuse prevention campaigns; plays, videos, raps; community cleanups; fairs, displays, and contests.

Supplementary Resources:

*Fact Sheets. Crimes Against Children
Research Center*
(<http://www.unh.edu/cacc/>)

Your Inside Look at Crime Prevention.
National Crime Prevention Council
(<http://www.ncpc.org/>)

What Do You Want to Be Labeled As?
National Crime Prevention Council
(<http://www.ncpc.org/>)

Youth Crime Watch of America
(<http://www.ycwa.org/>)

Teens, Crime, and the Community
(<http://www.nationaltcc.org/>)

Crimes Against Teens . . . Know the Facts!

Source: Crimes Against Children Research Center. *Fact Sheets*. Full text publications and fact sheets available on-line at <http://www.unh.edu/cacc/>

Did you know that...

- ◆ In 2000, youth aged 12 through 17 had crime victimization rates that were more than two times higher than adults, according to the National Crime Victimization Survey (NCVS). The overall rate of violent crime for this age group is 57 per 1,000, compared to 23 per 1,000 for adults and 38 per 1,000 for the general population.
- ◆ Crimes against youth are less likely to be reported to police. One study found that few as 36% of violent crimes and 12% of thefts are reported.
- ◆ Youth are substantially more likely to be robbed or have property stolen than are adults.
 - ▼ For 2000, robbery rates were 6 per 1,000 for juveniles and 3 per 1,000 for adults.
 - ▼ For 2000, theft rates were 105 per 1,000 for juveniles and 67 per 1,000 for adults.
- ▼ Most property crimes against youth occur at school or on the way to and from school; the next most risky place is the youth's home.
- ▼ Youth are most likely to have bicycles, clothing, collections, and electronic gear stolen.
- ◆ The assault rate for youth from 12 to 17 years old is 2.7 times greater than that for adults. Other self-report surveys suggest the actual assault rate is higher than reported.
- ◆ The homicide rate for juveniles of all ages is lower than for adults. However, homicide remains one of the five leading causes of juvenile mortality.
 - ▼ Homicides among teens (12 to 17 years old) most often involve male victims and male offenders, many of whom use firearms.

Let's Talk About Crime Prevention

Crime prevention means

- ◆ reducing the chances for criminals to victimize you, your family, and your neighbors.
- ◆ protecting property and teaching kids and adults to be alert and aware.
- ◆ doing things that build communities up, and stopping things that tear communities down.

Examples of Youth Crime Prevention Projects

Source: Youth Crime Watch of America (<http://www.ycwa.org/>)

Victim/witness assistance: Help students who have been crime victims by getting counseling for them, accompanying them to court or helping to get stolen items replaced or damages repaired.

Forums and discussion: Hold assemblies that help your peers think about and make constructive contributions to problems and needs that affect their lives, such as drunk driving, pregnancy, higher education and wider job opportunities for youth.

Peer counseling: Set up counseling services, including informal group sessions, one-on-one appointments, or hot lines, which can address personal problems, substance abuse and many other issues.

Fight Vandalism: Emphasize school pride. Get together to paint over graffiti and fix damaged property. Use films, posters, brochures and other things to educate your peers about the true costs of vandalism. Challenge everyone to make the school as good-looking as possible.

Warm-lines: Operate a call-in service to help young students, especially those at home alone, during after-school hours. Your volunteers can offer advice, a friendly voice, and positive direction.

Drug abuse prevention campaigns:

Provide information to peers, younger children and adults about the dangers and effects of alcohol and other drugs. Get training to be peer counselors to help other young people with problems.

Plays, videos, raps, puppet shows and other entertainment: Write and perform skits and shows for other students, younger children, and the neighborhood, dealing with almost any issue, from drug abuse prevention to being at home alone.

Student teaching corps: Set up a student teaching service to help educate your peers about the effects of crime and about preventing it. Teach younger children personal protection and other skills.

Community cleanups: Work with others to clean up trashy, run-down or overgrown public areas, or even private property with the owner's permission. Spruce up schools, neighborhood parks, and yards of those unable to do the work. Wipe out or paint over graffiti.

Fairs and displays: Hold a safety fair in the school parking lot or design educational displays for malls, schools, hospitals, businesses and community centers to get more people outside your school or program involved in crime prevention projects.

Writing, music or art contests: Organize these for your school or your whole community, to have fun, educate and build interest.

LESSON II. Pick Your Place . . . Stay Safe!

Overview:

This lesson is intended to increase student knowledge of personal safety strategies they can use to reduce their likelihood of becoming crime victims while in and around their community.

Learning Objectives:

Students will:

- 1) increase their knowledge of personal safety strategies they can use to reduce their likelihood of becoming crime victims while in and around their community; and,
- 2) increase their knowledge of crime prevention resources available to them.

Materials:

- ◆ “Pick Your Place. . . Stay Safe!” handout.
- ◆ Relevant selected local crime statistics.
- ◆ Newspaper articles featuring related crimes and prevention strategies.
- ◆ Information about local crime prevention resources.

Presentation:

INTRODUCE lesson, making the following points:

- ◆ Personal safety is fundamentally an individual responsibility and is based on common sense.
- ◆ A slight adjustment in personal life-style may reduce a person’s vulnerability.
- ◆ It is important to be aware and alert — not frightened.

If Lesson I was previously taught, remind students that teenagers experience crime far more frequently than their parents or grandparents.

DISTRIBUTE the “Pick Your Place . . . Stay Safe!” handout to each student.

LEAD the class in testing their “Street Smarts IQ.”

REVIEW content of the handout, section by section.

Give greatest emphasis to the first section: Basic Street Sense.

Then, **REVIEW** remaining sections.

FACILITATE class discussion by asking student volunteers to share their thoughts about specific strategies. Encourage questions and examples.

Provide many brief, carefully selected case examples from law enforcement experiences. Suggestion: Related local newspaper articles can add much interest.

FACILITATE PRACTICE in applying the crime prevention strategies by using simple, believable scenarios for active role-play. Suggestion: Help students make the connections by using local examples and incorporating local settings into scenarios.

Examples:

Scenario 1.

Denise is preparing to try out for the track team, so she runs every evening. What should she do before leaving her house? What precautions should she take while running?

Scenario 2.

Linda works at the mall and sometimes doesn't get off work until after all the stores are closed. She needs to get to her car and drive home safely. What precautions should she take: When she parks? Before she leaves her workplace in the mall? As she goes to her car? As she drives home? When she gets home?

Scenario 3.

Jake and his cousin are driving to their grandparents' house in the next town, about 30 miles away. About halfway there, they have a flat tire. What should they do?

INTRODUCE students to relevant available local safety and crime prevention resources such as escorts at the local mall, emergency call boxes along roads and in local shopping areas, as well as motorist assistance services.

RECAP and REVIEW:

- ◆ What are the "Basic Street Sense" strategies for staying safe?
- ◆ What are strategies that you can use to reduce your likelihood of being a victim of crime: While out jogging or running? While shopping? While driving?
- ◆ What are some local crime prevention resources available for you to use?

Supplementary Resources:

Your Inside Look at Crime Prevention.
National Crime Prevention Council
(<http://www.ncpc.org/>)

National Crime Prevention Council
(<http://www.ncpc.org/>)

Download reproducible brochures on a variety of crime prevention topics including:
Road Rules (for teens) and
Streetwise: The Way to Be (for teens)

National Center for Missing and Exploited Children (<http://www.ncmec.org/>)
Download reproducible materials on child abduction, exploitation and safety.

Pick Your Place . . . Stay Safe!

Source: National Crime Prevention Council (<http://www.ncpc.org>)

Test Your “Street Smarts” IQ: Do you...

1. Jog or walk by yourself early in the morning or late at night when the streets are quiet and deserted?
2. Stuff your purse with cash, keys, credit cards and checkbook - and then leave it wide open on a counter, your desk or the floor?
3. Put your wallet in a jacket, which you then hang up or throw over a chair?
4. Let your mind wander - thinking about your job, or all the things you have to do, when walking or driving?
5. Think it's a waste of time to lock your car when you'll be back in just a few minutes?

If you answered “yes” to any of these questions, you need to change a few habits. Even if you answered “no” and made a perfect score, read on. Spend a few minutes now to prevent trouble later.

Basic Street Sense

- ◆ Wherever you are - on the street, in an office building or shopping mall, driving, waiting for a bus or subway - stay alert and tuned-in to your surroundings.
- ◆ Send the body language message that you're calm, confident, and that you know where you're going.
- ◆ Trust your instincts. If something or someone makes you uneasy, avoid the person or leave.
- ◆ Know the neighborhoods where you live, shop and work.

- ◆ Check out the locations of police and fire stations, public telephones, hospitals, restaurants or stores that stay open late.

On Foot

- ◆ Stick to well-traveled streets. Avoid shortcuts through wooded areas, parking lots or alleys.
- ◆ Don't flash large amounts of cash or other tempting targets, like expensive jewelry or clothing.
- ◆ Carry a purse close to your body, not dangling by the straps. Put a wallet in an inside coat or front pants pocket, not a back pocket.
- ◆ Try to use automated teller machines in the daytime. Have your card in-hand, and don't approach the machine if you're uneasy about people nearby.
- ◆ Don't wear shoes or clothing that restrict your movements.
- ◆ Have your car or house key in-hand before you reach the door.
- ◆ If you think someone is following you, switch direction or cross the street. Walk toward an open store, restaurant or lit house. If you're scared, yell for help.
- ◆ Have to work late? Make sure there are others in the building, and ask someone - a colleague or security guard - to walk you to your car or transit stop.

Especially for Runners, Joggers, and Walkers

Before You Leave

- ◆ Plan your outing. Always tell someone where you are going and when you will return. Tell friends and family your favorite exercise routes.
- ◆ Know where telephones are located along the course.
- ◆ Wear an identification tag or carry a driver's license. If you don't have a place to carry your ID, write your name, phone number and blood type on the inside of your athletic shoe. Include any medical information.
- ◆ Don't wear jewelry or carry cash.
- ◆ Wear reflective material.

On the Road

- ◆ Tell a family member or friend where you are going and the time you expect to be back.
- ◆ Stay alert at all times. The more aware you are, the less vulnerable you are.
- ◆ Run or walk with a partner or a dog.
- ◆ Don't wear headsets. If you wear them you won't hear an approaching car or attacker. Listen to your surroundings.
- ◆ Consider carrying a cellular phone.
- ◆ Exercise in familiar areas. Know which businesses or stores are open.
- ◆ Vary your route.
- ◆ Avoid sparsely populated areas, deserted streets and overgrown trails. Especially avoid poorly lit areas at night.
- ◆ Run clear of parked cars or bushes.

- ◆ Ignore verbal harassment. Use discretion in acknowledging strangers. Look directly at others and be observant, but keep your distance and keep moving.
- ◆ Run against traffic so you can observe approaching automobiles.
- ◆ Trust your intuition about a person or an area. React based on that intuition and avoid areas that make you feel unsure.
- ◆ Be careful if anyone in a car asks you for directions. If you answer, keep at least a full arm's length distance from the car. If you think you are being followed, change direction and head for open stores, theaters or a well-lit house.
- ◆ Stay Alert - sometimes runners and walkers get lulled into a "zone" where they are so focused on their exercise that they lose track of what's going on around them.

Travel Safety

Outside of the home, the most common place for an assault to occur is in a vehicle or on a highway. A vehicle is an appealing target for attackers because it provides them with two key elements: privacy and mobility.

- ◆ Travel, walk, and park in well-lit, populated areas.
- ◆ Remember where you park so you can easily find your car.
- ◆ Ask for an escort if you feel at risk.
- ◆ Keep some money hidden in your car for taxis or unexpected problems.
- ◆ Keep car doors locked and windows up at all times, especially while you are in it.

- ◆ Have your keys ready so you can enter your car quickly. Before entering, look in, under, and around the car to ensure that no potential robbers are awaiting your arrival. If anything seems amiss, do not enter your vehicle! Seek safety and ask for help.
- ◆ Be cautious of anyone standing near your car or offering assistance if it is disabled. This could be a ploy by a potential attacker waiting for his next victim.
- ◆ Keep your car in good running condition, with at least a quarter-tank of gas in it at all times. Lock gas caps and hood releases to deter sabotage attempts.
- ◆ Learn to change a flat tire to prevent being stranded. If a flat does occur in an unsafe place, continue driving at a reduced speed until you find a busy, well-lit place to stop.
- ◆ If your car breaks down, raise the hood or tie a white cloth to your antenna. Stay in your car with the windows up and doors locked. If someone stops, roll down your window slightly and ask them to call the police or a towing service. Display a large "CALL POLICE" sign if you have one.
- ◆ Do not assist stranded motorists; call the police to assist them as soon as you can.
- ◆ You must stop your car if you are summoned by a vehicle with blue lights. If you believe, however, that the vehicle is bogus or that you are in danger, drive to a well-lit occupied area before stopping. Unmarked police cars must flash their blue lights and sound their siren if they summon you to stop after dark.
- ◆ While stopping at an intersection, leave enough room between your car and the one in front of you so you can get around it if necessary.
- ◆ If someone tries to enter your car and you cannot move it, honk the horn and scream to attract attention. If someone unexpected enters your car, throw the keys out and exit immediately.
- ◆ An assailant may cause an accident in order to set up his next victim. If you have an accident in an isolated place, drive to the nearest safe place and call police. Safely inform the other driver of these plans. After you have notified police, meet them back at the accident scene.
- ◆ Carry a cellular phone with an extra battery pack.
- ◆ Advise friends or family of your travel plans, i.e., departure time, route, stopping points, or estimated arrival time.
- ◆ Know where you are going, the safest routes to get there, and what time you should arrive; have someone monitor your arrival.

LESSON III. Safe at Home!

Overview:

This lesson is intended to increase student knowledge of personal safety strategies they can use to reduce their likelihood of becoming a victim of crime at home or while baby-sitting in another home.

Learning Objectives:

Students will:

- 1) increase their knowledge of personal safety strategies they can use to reduce their likelihood of becoming a victim of crime at home or while baby-sitting in another home; and,
- 2) increase their knowledge of crime prevention resources available to them.

Materials:

- ◆ “Safe at Home! Prevention Tips” handout.
- ◆ Relevant selected local crime statistics.
- ◆ Newspaper articles featuring related crimes and prevention strategies.
- ◆ Information about local crime prevention resources.

Presentation:

INTRODUCE lesson, making the following points:

- ◆ Personal safety is fundamentally an individual responsibility and is based on common sense.
- ◆ A slight adjustment in personal lifestyle may reduce a person’s vulnerability.
- ◆ It is important to be aware and alert — not frightened.

DISTRIBUTE the “Safe at Home! Prevention Tips” handout to each student.

INTRODUCE your review of the prevention tips by making the following points:

- ◆ Residential burglary is one of the crimes most frequently reported to the police.
- ◆ It is among the most preventable crimes because burglars are usually not professionals, but rather people taking advantage of an easy target.
- ◆ Burglars may do more than steal things. If they’re surprised by someone coming home or if they choose a home that’s occupied, someone may get hurt.

REVIEW content of the handout, section by section.

Acknowledge that students’ parents are primarily responsible for keeping their home safe, but that they can help their parents by implementing the tips discussed.

FACILITATE class discussion by asking student volunteers to share their thoughts about specific strategies. Encourage questions and examples.

Provide many brief, carefully selected case examples from law enforcement experiences. Suggestion: Incorporate relevant local crime statistics and newspaper articles to add interest and relevance to your presentation.

FACILITATE PRACTICE in applying the crime prevention strategies by using simple, believable scenarios for active role-play. Suggestion: Help students make the connections by using local examples and incorporating local settings into scenarios.

Examples:

Scenario 1.

Jerry saved money all summer and just bought an X-Box. What is one of the first things he should do?

Scenario 2.

Antonio arrives home after school one day and notices that the door is open slightly. His parents are never home this early. What should he do?

Scenario 3.

Amanda has been asked to baby-sit by a family she doesn't know. What should she do?

INTRODUCE students to relevant available local crime prevention resources, such as engravers and the home/property security assessments that are available from the police or the sheriffs' office.

RECAP and REVIEW:

- ◆ What are some basic strategies for safeguarding your home?
- ◆ What are some basic strategies for staying safe while you're home alone?
- ◆ What are precautions you can take if you are asked to baby-sit?
- ◆ What are some local crime prevention resources available for you to use?

Supplementary Resources:

Your Inside Look at Crime Prevention.
National Crime Prevention Council
(<http://www.ncpc.org/>)

National Crime Prevention Council
(<http://www.ncpc.org/>)

Download reproducible brochures on a variety of crime prevention topics including:
Home Security: Invest In It Now
Home Security Checklist
Lock Crime Out of Your Home

National Center for Missing and Exploited Children (<http://www.ncmec.org/>)

Download reproducible materials on child abduction, exploitation, and safety, including:
The Just in Case . . . Know the Rules series.

Safe At Home! Prevention Tips

Source: Your Inside Look at Crime Prevention. National Crime Prevention Council (<http://www.ncpc.org/>)

One of the crimes most frequently reported to the police is residential burglary. It's also the most preventable. It doesn't take much or cost much to outsmart most burglars. They're usually not professionals, but rather people taking advantage of an easy target. Burglars may do more than steal things. If they're surprised by someone coming home, or if they choose a home that's occupied, someone may get hurt.

Safeguard Your Home

- ◆ Make sure all your exterior doors have good locks, at least dead-bolt locks with a minimum one-inch throw.
- ◆ Use the locks you have. Always lock up when you go out, even if only for a few minutes.
- ◆ Make sure outside doors and door frames are solid, 1 3/4" metal or hardwood.
- ◆ Secure sliding glass doors with commercially available bars or locks, or put a wooden dowel or broom handle in the door track.
- ◆ Make sure your windows have good locks, particularly those at ground level. Lock double-hung windows by sliding a small-headed bolt or nail through a hole drilled at a slight downward angle in a top corner of the inside sash and partway into the outside sash.
- ◆ Make sure all porches, entrances, and outside areas are well-lit.
- ◆ Trim any bushes or trees that hide doors or windows. Maintain your yard and keep ladders and tools inside when you're not using them.
- ◆ Don't hide your keys under the doormat or in a flowerpot. That's the first place burglars look! It's much better to give an extra key to a trusted neighbor.
- ◆ Mark your valuable property like televisions, VCRs, computers, cameras, and stereos with your driver's license number.
- ◆ Borrow an engraver from the police. Keep a record of your property in a safe place.
- ◆ Consider installing an alarm system for summoning emergency help. Law enforcement agencies often can help you assess your needs.
- ◆ Ask local police to do a security survey.
- ◆ If you park your car outside of your garage, never leave the garage door opener in the car.

If You Live in an Apartment

- ◆ Do your part to see that entrances, parking areas, hallways, stairways, laundry rooms and other common areas are well-lit. Mailboxes should be in a publicly traveled, well-lit area.
- ◆ Make sure fire stairs are locked from the stairwell side, with an appropriate emergency release mechanism.
- ◆ Laundry rooms and storage areas should be kept locked.
- ◆ Use common area locks and encourage your neighbors to do the same.

When You Go Away

- ◆ Ask a neighbor to collect your mail and newspapers, and offer to return the favor.
- ◆ Put an automatic timer on at least two lights and a radio. Consider photoelectric sensors to turn outside lights on and off automatically.
- ◆ Tell a trusted neighbor when you're leaving and when you'll return. Include an itinerary and phone numbers where you can be reached in an emergency.

Home Alone Tips For Teens:

Source: Personal Safety for Children. National Center for Missing and Exploited Children (<http://www.missingkids.com/>)

- ◆ Check out the house before entering. Go to a safe place to call for help if something doesn't seem right.
- ◆ Lock the door.
- ◆ Call your mom or dad when you get home to let them know you're safe.
- ◆ Never tell callers that your parents aren't home. Instead say that he or she can't come to the phone and offer to take a message.
- ◆ Don't open the door for or talk to anyone who comes to your home unless that person is a trusted family friend or relative and your mom or dad has said it is okay.

Baby-sitting Tips:

Source: Just in Case You Are Baby-sitting. National Center for Missing and Exploited Children (<http://www.missingkids.com/>)

- ◆ Carefully screen the families for whom you baby-sit. Recommendations from friends and family help. If allowed in your state, check with law enforcement to see if anyone in the home has a criminal record or history of committing crimes against children.
- ◆ Be sure to interview the family before agreeing to baby-sit. While at the interview, watch to see how the children and parents interact.
- ◆ Carefully review family rules and daily routines, paying special attention to eating and sleeping arrangements. Ask for a tour of the house. Identify all doors and possible exits and where the first aid equipment is located. Also discuss, while the children are present, family rules regarding television, on-line computer use, snacks, bedtime and playmates. Be sure to determine if the children are allowed to talk on the telephone, or play with friends, while you are there.

When baby-sitting,

- ◆ Arrive at least 15 minutes before the parents depart. Know exactly where the parents will be and how you can reach them. Write down the address and telephone number of your location. Be sure to ask for their list

LESSON IV.

Boyfriend . . . Girlfriend . . . Be Safe!

Overview:

The lesson is intended to increase student awareness of abusive relationships among young people and of personal safety strategies to avoid them.

Learning Objectives:

Students will:

- 1) increase their understanding of abusive relationships among young people;
- 2) increase their knowledge of personal safety strategies they can use to avoid abusive relationships;
- 3) increase their knowledge of Virginia laws on stalking; and,
- 4) increase their knowledge of community resources available to young people involved in abusive relationships.

Materials:

- ◆ “Boyfriend. . . Girlfriend. . . Be Safe!” handout.
- ◆ Relevant selected local crime statistics.
- ◆ Newspaper articles featuring related crimes and prevention strategies.
- ◆ Information about local resources that address acquaintance violence in all of its forms.

Presentation:

INTRODUCE lesson, making the following points:

- ◆ Dating violence is not a rare event.
- ◆ Today’s lesson will look at dating violence — what it is, the warning signs of dating violence, some strategies and resources for avoiding dating violence, and ways you can be a friend to a dating violence victim.

DISTRIBUTE the “Boyfriend. . . Girlfriend. . . Be Safe!” handout.

REVIEW the “Dating Violence Quiz” (on the handout) with the class. Suggestion: Incorporate relevant local crime statistics and newspaper articles to add interest and relevance to your presentation.

DEFINE dating violence: an act or threat of violence by at least one member of an unmarried couple on the other member within the context of dating or courtship.

The violence encompasses any form of sexual assault, physical violence, and verbal or emotional abuse.

REVIEW the “Being a Friend to a Victim of Abuse” section of the handout.

Emphasize the importance of supporting the person and telling trusted adults.

REVIEW the “If You Want Out” section of the handout.

Emphasize the importance of telling/ involving trusted adults and taking safety precautions.

REVIEW the Virginia law on stalking and supportive resources available to those who want to get out of abusive relationships.

FACILITATE PRACTICE in applying the crime prevention strategies by using simple, believable scenarios for active role-play. Suggestion: Help students make the connections by using local examples and incorporating local settings into scenarios.

Examples:

Scenario 1.

Rachel has been dating Charlie for several months and has stopped going places with her girlfriends. Her friends have heard Charlie put Rachel down and become angry when she wasn't paying enough attention to only him. Rachel sometimes acts frightened of Charlie. What can her friends do?

Scenario 2.

Fran has confided in you that her boyfriend shoved and threatened her when she was late meeting him after school. You know that he gave a former girlfriend a black eye. What do you do?

INTRODUCE students to relevant available local crime prevention resources such as sexual assault/rape crisis centers, domestic violence programs, and victim/witness programs.

RECAP and REVIEW:

- ◆ Is dating violence a rare event?
- ◆ What are some warning signs for dating violence?
- ◆ How is dating violence defined?
- ◆ What form does the violence take?
- ◆ What are some things you can do to help someone who is a victim of dating violence?
- ◆ What should someone who is a victim do?
- ◆ What is stalking?
- ◆ What can be done about stalking under Virginia law?
- ◆ What are some resources for victims of dating violence?

Supplementary Resources:

National Crime Prevention Council
(<http://www.ncpc.org/>)

Download reproducible brochures on a variety of crime prevention topics including:
Date Rape
A Dater's Bill of Rights

Center for Disease Control and Prevention
(<http://www.cdc.gov/ncipc/factsheets/datviol.htm/>)
Dating Violence Fact Sheet

Virginia Department of Criminal Justice Services
(<http://www.dcjs.state.va.us/>)

Download from the publications menu:
Stalking: A Guide for Victims
An Informational Guide for Sexual Assault Victims in Virginia

Boyfriend . . . Girlfriend . . . Be Safe! The Dating Violence Quiz

Are you going out with someone who ...

1. Is jealous and possessive, won't let you have friends, checks up on you, won't accept breaking up?
2. Tries to control you by being bossy, giving orders, making all the decisions, not taking your opinions seriously?
3. Puts you down in front of friends, tells you that you would be nothing without him or her?
4. Scares you? Makes you worry about his or her reactions to things you say or do? Threatens you? Uses or owns weapons?
5. Is violent? Has a history of fighting, loses temper quickly, brags about mistreating others?
6. Grabs, pushes, shoves, or hits you?
7. Pressures you for sex, or is forceful or scary about sex? Gets too serious about the relationship too fast?
8. Abuses alcohol or other drugs and pressures you to use them too?
9. Has a history of failed relationships and blames the other person for all the problems?
10. Makes your family and friends uneasy and concerned for your safety?

If you answered "yes" to any of these questions you could be the victim of dating abuse.

- ◆ Dating violence or abuse affects one in ten teen couples.
- ◆ Abuse isn't just hitting. It's yelling, threatening, name-calling, saying "I'll kill myself if you leave me," obsessive phone calling, and extreme possessiveness.

Being a Friend to a Victim of Abuse

Most teens talk to other teens about their problems. If a friend tells you he or she is being victimized, here are some suggestions on how you can help:

- ◆ If you notice a friend is in an abusive relationship, don't ignore signs of abuse. Talk to your friend.
- ◆ Express your concerns. Tell your friend you're worried. Support, don't judge.
- ◆ Point out your friend's strengths - many people in abusive relationships are no longer capable of seeing their own abilities and gifts.
- ◆ Encourage them to confide in a trusted adult. Talk to a trusted adult if you believe the situation is getting worse. Offer to go with them for help.
- ◆ Never put yourself in a dangerous situation with the victim's partner. Don't try to be a mediator.
- ◆ Call the police if you witness an assault. Tell an adult - a school principal, parent, or a guidance counselor.

What If You Want to Get Out?

- ◆ Tell your parents, a friend, a counselor, a clergyman, or some other helping person you can trust. The more isolated you are from friends and family, the more control the abuser has over you.
 - ◆ Alert the school counselor or school resource officer.
 - ◆ Keep a daily log of the abuse.
 - ◆ Do not meet your partner alone. Do not let him or her in your home or car when you are alone.
 - ◆ Avoid being alone at school, on your job or on the way to and from places.
 - ◆ Tell someone where you are going and when you plan to return.
 - ◆ Plan and rehearse what you would do if your partner became abusive.
-

Virginia Laws

Stalking is a crime. In Virginia, stalking is defined as repeated conduct which places a person, or his or her family, in reasonable fear of death, sexual assault, or bodily injury. To convict a stalker, several legal elements of the crime must be proven to the court (See Code of Virginia, §18.2-60.3).

Virginia Resources

Virginia Crime Victim Assistance Info-Line

1-888-887-3418

Virginia Family Violence and Sexual Assault Hotline

1-800-838-8238

LESSON V. Crime Victim and Witness Rights

Overview:

This lesson is intended to make students aware that crime victims and witnesses have certain rights under Virginia law, and to teach ways that they can assist a friend who has been the victim of crime.

Learning Objectives:

Students will:

- 1) increase their understanding of rights and protections afforded crime victims and witnesses under Virginia law;
- 2) increase their knowledge of community resources available to crime victims and witnesses; and,
- 3) increase their knowledge of ways that they can assist a friend who has been the victim of crime.

Materials:

- ◆ “Crime Victim and Witness Rights” handout.
- ◆ Newspaper articles featuring stories of crime victims and witnesses.
- ◆ Information about local victim and witness programs and services.

Presentation:

INTRODUCE lesson, making the following points:

- ◆ When we think about crime, we usually think about catching the criminal. The victim can get lost in the shuffle.
- ◆ In Virginia, there is a Crime Victim and Witness Rights Act that affords victims and witnesses certain rights.
- ◆ Today’s lesson will look at the laws protecting victims and witnesses, resources available to assist victims and witnesses, and some specific things you can do to help someone who has been the victim of crime.

DISTRIBUTE the “Crime Victim and Witness Rights” handout.

REVIEW the section on the Virginia law, its purpose, and specific rights afforded under the law.

DEFINE key terms:

Victim/Witness Program: program designed to provide support, answer questions, make referrals and explain the criminal justice process to victims and witnesses of crime.

Victim Impact Statement (VIS): a written statement which describes how the crime(s) has affected the victim and his/her family. This statement may be considered by the judge in deciding a sentence.

Restitution: money ordered by the court to be paid back to a victim by the defendant for loss incurred as a result of the crime.

REVIEW the “Helping the Victim of a Crime” section of the handout.

FACILITATE PRACTICE in applying the crime prevention strategies by using simple, believable scenarios for active role-play. Suggestion: Help students make the connections by using local examples and incorporating local settings into scenarios.

Examples:

Scenario 1.

Your neighbor’s apartment was broken into last weekend. All her electronic equipment - TV, DVD, and computer — were taken, as well as some money. What can you do to help?

Scenario 2.

Your friend witnessed a robbery of a convenience store last week. She is worried she will have to testify and has a lot of questions about the process, what will be expected of her, how many times she might have to go to court, and how long the process will take. How can you help her?

INTRODUCE students to relevant available local crime prevention resources for crime victims and witnesses.

RECAP and REVIEW:

- ◆ What is Virginia’s Crime Victim and Witness Rights Act?
- ◆ What is it intended to do?
- ◆ What rights do victims and witnesses have?
- ◆ What types of resources are there in this community to support victims and witnesses?
- ◆ What are some things you personally can do to help the victim of a crime?

Supplementary Resources:

Your Inside Look at Crime Prevention.
National Crime Prevention Council
(<http://www.ncpc.org/>)

Virginia Department of Criminal Justice Services
(<http://www.dcjs.state.va.us/>)

Download from the publications menu:
Stalking: A Guide for Victims An Informational Guide to Virginia’s Crime Victim and Witness Rights Act

A Summary of Virginia’s Crime Victim and Witness Rights Act

An Informational Guide for Domestic Violence Victims in Virginia

An Informational Guide for Sexual Assault Victims in Virginia

Victim Impact Statement

Going to Court: An Activity Book for Children

Crime Victim And Witness Rights Act

Source: An Informational Guide to Virginia's Crime Victim and Witness Rights Act. Virginia Department of Criminal Justice Services (<http://www.dcjs.state.va.us/>)

The "Crime Victim and Witness Rights Act" (usually referred to as the Victims' Bill of Rights) was made law by the Virginia General Assembly in 1995.

The purpose of this law is to ensure that victims and witnesses of crime:

- ◆ Are informed of their rights.
- ◆ Are treated with dignity, respect and sensitivity and that their privacy is protected where the law allows.
- ◆ Receive authorized services.
- ◆ Have opportunities to make the courts aware of the full impact of the crime.
- ◆ Have the opportunity to be heard at critical stages of the criminal justice process.
- ◆ Victims must be informed of financial assistance and social services available, including crime victims' compensation (Criminal Injuries Compensation Fund).
- ◆ In cases tried in Circuit Court, victims may present a Victim Impact Statement which explains to the judge how the crime(s) affected them.
- ◆ Defendants convicted of crimes in violation of any provision of Title 18.2 (the criminal codes) except DUI, must be ordered to make at least partial restitution for property damage or loss or actual medical expenses incurred by victims.
- ◆ Sheriffs, jail superintendents and the Department of Corrections must notify victims, or persons designated in writing by victims, of the release, transfer, escape or change of name of a prisoner, if victims have requested notice in writing and have provided their names, current addresses and telephone numbers in writing.

Rights of Crime Victims and Witnesses

- ◆ Victims have the right to remain in the courtroom during trial and during all hearings which the defendant may attend, unless the judge has determined that the victim is a material witness.
- ◆ When practicable, prosecutors must give victims, or any adults chosen by a victim under the age of eighteen, advance notice of judicial proceedings (such as bail or bond hearings, preliminary hearings and trial dates) and any changes in court dates. Victims must have provided their names, current addresses and telephone numbers in writing, ahead of time, in order to receive this information.

Key Terms:

Victim/Witness Program: program designed to provide support, answer questions, make referrals and explain the criminal justice process to victims and witnesses of crime.

Victim Impact Statement (VIS): a written statement which describes how the crime(s) has affected the victim and his/her family. This statement may be considered by the judge in deciding a sentence.

Restitution: money ordered by the court to be paid back to a victim by the defendant for loss incurred as a result of the crime.

Helping the Victim of a Crime

Source: Your Inside Look at Crime Prevention. National Crime Prevention Council
(<http://www.ncpc.org/>)

When we think about crime, we usually think about catching the criminal. The victim can get lost in the shuffle. Each of us can help victims. Even little things mean a lot.

- ◆ Don't blame the victim.
- ◆ Don't tell the victim he or she is silly for being upset, angry, or afraid.
- ◆ If the victim hasn't told the police, offer to go with him or her, drive him or her, or help in any way to file a report.
- ◆ Let the victim know you are sorry about what happened.
- ◆ Help the victim repair the damage, install a new lock, or replace important papers.
- ◆ Stay with the victim if he or she is feeling upset or fearful.
- ◆ Be willing just to listen to the victim talk about the crime. It's therapeutic for some victims.
- ◆ Help with transportation, baby-sitting, cooking or other everyday needs.
- ◆ Accompany the victim to the police station, hospital or court.
- ◆ Ask what you can do to help in the future, and get back in touch.

**Virginia
Crime Victim Assistance
Info-Line**

1-888-887-3418

LESSON VI. Take a Stand . . . Make the Call!

Overview:

This lesson is intended to increase students' awareness of the importance of youth involvement in crime prevention and to introduce students to a variety of related opportunities to become involved in crime prevention activities within their schools and communities.

Learning Objectives:

Students will:

- 1) increase their awareness of the importance of youth involvement in crime prevention;
- 2) increase their understanding of various types of crime prevention activities that can be undertaken by students; and,
- 3) increase their knowledge of resources available to support youth crime prevention efforts.

Materials:

- ◆ "Take a Stand . . . Make the Call!" handout.
- ◆ Newspaper/magazine articles featuring youth crime prevention efforts.
- ◆ Information about local resources available to support youth crime prevention activities.
- ◆ Brochures/posters featuring the **KIDsafe Virginia Toll-Free Safety Hotline 1-866-SAFE-VA-1** (1-866-723-3821) and the on-line safety suggestion box:
www.vasafeschool.com

Presentation:

INTRODUCE the lesson, making the following points:

- ◆ Citizens play a critical role in the community's crime prevention plan.
- ◆ Students play a critical role in keeping schools and communities safe.
- ◆ Today's lesson will focus on the types of things teens are already doing and opportunities for you to be involved.

DISTRIBUTE the "Take a Stand . . . Make the Call!" handout to each student.

DESCRIBE for students the **KIDsafe** Virginia hotline and on-line safety suggestion box:

Make-the-Call HOTLINE - Using a toll-free number, students can anonymously report conditions that they believe could potentially threaten the safety and security of their schools or communities.

1-866-SAFE VA 1

KIDsafe VA SAFETY LINE - Students, their parents and other citizens can use an on-line "suggestion box" to recommend strategies for enhancing the safety and security of youth in schools and communities throughout Virginia.
www.vasafeschools.com

PRESENT content of the handout, section by section, making the following points:

- ◆ Many teens are already working to prevent crime.
- ◆ There are a broad range of opportunities for youth to become involved.

REVIEW and DISCUSS examples of activities listed.

FACILITATE class discussion by asking student volunteers to share their thoughts about specific items presented. Encourage questions and examples. Provide many brief case examples from law enforcement experiences; place emphasis on examples where citizen involvement in crime prevention made a difference.

Suggestion: Help students make the connections by presenting information about local opportunities for involvement in crime prevention. Distribute brochures, resource lists, and other contact information to promote the active involvement of students in local crime prevention efforts.

RECAP and REVIEW:

- ◆ How important are citizens in crime prevention?
- ◆ What types of roles do citizens play in crime prevention?
- ◆ What are some of the crime prevention efforts that students already are involved with in the United States?
- ◆ What types of general opportunities are there for students to become involved in crime prevention?
- ◆ What are some specific opportunities that exist in this community?

Supplementary Resources:

Youth in Action publications:
Available for downloading from
<http://ojjdp.ncjrs.org/pubs/yia.html>

- ◆ *Arts and Performances for Prevention*
- ◆ *Community Cleanup*
- ◆ *Creating Publications: Write To Fight Crime*
- ◆ *Cross-Age Teaching*
- ◆ *Does Your Youth Program Work?*
- ◆ *Make a Friend - Be a Peer Mentor*
- ◆ *Making the Most of Your Presentation*
- ◆ *Meetings-Make Them Work!*
- ◆ *Plan a Special Event!*
- ◆ *Planning a Successful Crime Prevention Project*
- ◆ *Raising Awareness and Educating the Public*
- ◆ *Stand Up and Start a School Crime Watch!*
- ◆ *Two Generations - Partners in Prevention*
- ◆ *Want To Resolve a Dispute? Try Mediation*
- ◆ *Wipe Out Vandalism and Graffiti*
- ◆ *Working With the Media*
- ◆ *Youth Preventing Drug Abuse*

Charting Success: A Workbook for Developing Crime Prevention and Other Community Service Projects
Available for purchase from the National Crime Prevention Council by calling 1-800-NCPC-911.

What Do You Want to Be Labeled As?
National Crime Prevention Council
(<http://www.ncpc.org/>)

Youth Crime Watch of America
(<http://www.ycwa.org/>)

Teens, Crime, and the Community
(<http://www.nationaltcc.org/>)

Make-the-Call HOTLINE

A toll-free number students can use to anonymously report conditions that they believe could potentially threaten the safety and security of their schools or communities.

1-866-SAFE VA 1

KIDsafe VA SAFETY LINE

Students, their parents and other citizens can use an on-line “suggestion box” to recommend strategies for enhancing the safety and security of youth in schools and communities throughout Virginia.

www.vasafeschools.com

Youths already are working to prevent crime in our communities

Excerpted from *What Do You Want to Be Labeled As?* National Crime Prevention Council
(<http://www.ncpc.org/>)

The most recent Independent Sector Poll showed that 59 percent of teenagers volunteer their time to programs that make their communities better. Here's what other teenagers already are doing.

Check it out!

- ◆ Students at Picacho Middle School in Las Cruces, New Mexico, planned and participated in a graffiti paint-out project at their school.
- ◆ Teens on the Washington, DC, Youth as Resources Board have awarded grants to other teens for projects like tutoring HIV/AIDS children, restoring an abandoned playground, creating a book of personal stories about different cultures in an English-as-a-Second-Language class, organizing a community spring cleanup, and planting flowers in neglected public areas.
- ◆ Teens in Roxbury, Massachusetts, got political. They expressed their views in legislative committee hearings, argued their ideas on the State Senate floor, and actually wrote laws on issues that affected their lives.
- ◆ For students at Mesa High School in Mesa, Arizona, volunteering is a vital part of their academic and social lives. Students volunteer at the local food bank, hospitals, day care centers and after-school programs; tutor younger students, and put on special performances for seniors or elementary school children.
- ◆ In Melbourne, Florida, teenagers took it upon themselves to repair and paint the house of an elderly neighborhood resident.
- ◆ The Teens, Crime, and the Community Class at St. Bernard High School in Louisiana made table tents with crime prevention tips on them for their school cafeteria.
- ◆ In Chicago, Illinois, at the Robert Taylor Homes public housing complex, there was fighting among girls who lived in different buildings.

When older girls from each building decided to read stories, share ideas and play games with the younger girls from the other building, the tension began to subside. They realized they had a lot in common and really liked each other.

- ◆ Even teens who already have been in trouble are doing the right thing. Girls at the Indianapolis Juvenile Correctional Facility produced a

video about their personal experiences with gangs. In their video, they suggest things that both youth and adults can do to prevent gangs or help kids get out of gangs. They show their video at local elementary schools and discuss with students the dangers of gangs and other criminal activities.

Things To Do

- ◆ Form patrols to walk younger children to and from school.
- ◆ Plant a vegetable garden for soup kitchens and homeless shelters.
- ◆ Prepare home cooked meals for senior citizens and single, expectant mothers.
- ◆ Set up a mini-library and study/resource center in your neighborhood.
- ◆ Build a nature trail for youth with special needs.
- ◆ Provide companionship to residents of nursing homes, children in trauma centers, adults with disabilities, families in homeless shelters, and hospice patients.
- ◆ Plan and staff summer recreation programs for young children.
- ◆ Create a television program about crime and violence prevention and ask for airtime on your local cable access channel.
- ◆ Join a group that builds or renovates housing for low-income or homeless families.
- ◆ Organize after-school sports leagues.
- ◆ Practice and teach street smarts.
- ◆ Start a teen court in your school.
- ◆ Create a video, performance, or peer discussion group that addresses multicultural issues.
- ◆ Be a tutor or mentor to a younger person.
- ◆ Restore and rejuvenate abandoned playgrounds and parks in your community.
- ◆ Organize graffiti paint-outs.
- ◆ Start a conflict resolution program in your school.
- ◆ Get political, attend local committee meetings and debates on issues relevant to you.

Virginia Standards of Learning

Lessons are designed to meet Virginia Standards of Learning (SOLs) listed below:

AREA	Standards	Lesson I	Lesson II	Lesson III	Lesson IV	Lesson V	Lesson VI
ENGLISH	9.9 - The student will use print, electronic databases, and online resources to access information.	X	X	X	X	X	X
	10.4 - The student will read and interpret informational materials.	X	X	X	X	X	X
HEALTH	9.3 - The student will analyze, synthesize, and evaluate the relationship between positive behaviors and the prevention of injury and premature death. Key concepts/skills include identification of situations involving risks, the effects of alcohol and other drug use.	X	X	X	X		X
	10.2 - The student will analyze, synthesize, and evaluate protective factors related to achieving and maintaining sound mind and healthy body throughout life. Key concepts/skills include the power of assertiveness, the impact of involvement in school and community activities, the value of exercising self-control, the impact of emotions and peer approval on personal decision-making, and the effects of an individual's environment.	X	X	X	X	X	X
	10.3 - The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health. Key concepts/skills include strategies to reduce and prevent violence, recognition of life-threatening situations, and crisis management strategies.	X	X	X	X	X	X
	10.5 - The student will evaluate how different types of behaviors impact the community. Key concepts/skills include benefits of volunteerism; effects of using acts of violence to settle disputes, need for organized efforts to address community health issues.	X	X	X	X	X	X
HISTORY & SOCIAL SCIENCE	GOVT.17 - The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life.	X	X	X	X	X	X
	GOVT.18 - The student will understand that thoughtful and effective participation in civic life is characterized by obeying the law, performing public service, and keeping informed about current issues.	X	X	X	X	X	X

Additional Resources For Crime Prevention Education

Youth Crime Watch of America

9300 South Dadeland Boulevard,
Suite 100
Miami, FL 33156
Phone: 305-670-2409
Fax: 305-670-3805
(<http://ycwa.org/>)

Youth Crime Watch (YCW) brings youth of all backgrounds together to identify and correct problems unique to their schools and communities. The YCW program empowers youth to take an active role in addressing the problems around them. Youth take ownership of their own YCW program for their school, neighborhood, public housing site, recreational center or park.

Youth Crime Watch of America (YCWA) assists students in developing youth-led programs which can encompass up to nine key components that encourage “watch out” activities such as crime reporting and “help out” activities, including mentoring or mediation. YCWA goals are:

1. To provide crime-free, drug-free environments through a youth-led movement.
2. To instill positive values, foster good citizenship, and build self-confidence among our young people.
3. To enable youth to become resources for preventing crime, drug use and violence in their own schools and neighborhoods.

Teens, Crime, and the Community

1700 K Street NW, Second Floor
Washington, DC 20006
Phone: 202-466-6272, ext. 157
Fax: 202-296-1356
(<http://www.nationaltcc.org/>)

Teens, Crime and the Community (TCC) is a joint program of the National Crime

Prevention Council and Street Law, Inc. TCC links crime prevention education with action projects in the community. Young people learn how to protect themselves and others from crime, and then design projects to help prevent crime in their own schools and neighborhoods. Both a classroom textbook and *Community Works!* (community-based sessions) help youth learn about crime and its prevention.

Youth-led projects have included the following:

- ◆ youth courts
- ◆ mediation
- ◆ cross-age teaching
- ◆ child abuse prevention campaigns
- ◆ other strategies to address local needs

National Crime Prevention Council

(<http://www.ncpc.org>)
Phone: (202) 466-6272

NCPC produces more than 100 books, videos, posters, and other effective tools for preventing crime and building safer communities. The web site features free on-line publications and reproducible brochures that can supplement personal safety lessons. Reproducible copies are available on the following topics:

- ◆ Child Safety
- ◆ Conflict Resolution/Anger Management
- ◆ Community Crime Prevention
- ◆ Cyber Crime
- ◆ Don't be a Victim (Personal and Home Safety)

- ◆ Juvenile Crime
- ◆ Neighborhood Watch
- ◆ School Safety
- ◆ Sexual Assault/Date Rape
- ◆ Substance Abuse - Drugs, Alcohol and Tobacco
- ◆ Teens at Risk

The McGruff web site

(<http://www.mcgruff.org/>) features:

Tips for adults on the following topics:

- ◆ Helping Kids Help Out
- ◆ Keeping Children Safe From Strangers
- ◆ Choosing a Safe Camp for Your Child
- ◆ Talking With Children About Recent Events
- ◆ Cybersafe Kids
- ◆ At Home Alone
- ◆ Back-to-School Safety
- ◆ Raising Streetwise Kids
- ◆ Bullies
- ◆ Cultural Diversity
- ◆ Managing Conflict
- ◆ Media Literacy
- ◆ Guns and Other Weapons
- ◆ Bicycle Safety
- ◆ Drugs and Alcohol

National Citizens' Crime Prevention Campaign

(<http://www.weprevent.org/>)

This site features media campaigns and public service announcements aimed at children and their parents. Many of these messages tell children what to do when confronted with dangerous or threatening situations in and around school, and they encourage children to write for a free, informative comic-activity book that teaches crime prevention and safety lessons.

National Center for Missing and Exploited Children

(<http://www.ncmec.org/>)

1-800-THE-LOST

NCMEC maintains a library of resources, many of which can be downloaded free-of-charge from the web site. General topics include the following:

- ◆ Child Abduction
- ◆ Child Sexual Exploitation
- ◆ Child Safety Information
- ◆ General Information
- ◆ Internet Safety

Child Safety Information is available on the following topics:

- ◆ Child Safety on the Information Highway
- ◆ Door-to-Door Solicitation Safety Tips
- ◆ How to Keep Your Child Safe: A Message to Every Parent
- ◆ Knowing My 8 Rules for Safety: A Safety Tips Poster for Children.
- ◆ New Neighborhood Safety Tips
- ◆ Safety Tips for Expectant Parents
- ◆ Summer Safety Tips for Children

- ◆ Summer Safety Tips for Parents
- ◆ Tips to Help Prevent the Abduction and Sexual Exploitation of Your Children

The *Know the Rules...* Series features safety messages for children and teens on the following topics:

- ◆ After School Safety Tips for Children Who Are Home Alone
- ◆ Child Safety in Amusement or Theme Parks
- ◆ Child Safety in Youth Sports
- ◆ General Parental Tips to Help Keep Your Children Safer
- ◆ School Safety Tips
- ◆ Going To and From School More Safely
- ◆ An Interactive Theatre Project
- ◆ Abduction and Kidnapping Prevention Tips for Parents
- ◆ Safety Tips for Halloween
- ◆ Safety Tips for Holidays and Safe Shopping
- ◆ When Your Child is Flying Unaccompanied
- ◆ When Your Child is Traveling Unaccompanied by Bus or Train

Key Virginia Resources

Governor's Office for Substance Abuse Prevention

202 North Ninth Street, Sixth Floor
Richmond, Virginia 23219
PHONE: (804) 786-9072
FAX (804) 786-1807
(<http://www.gosap.state.va.us>)

Virginia Center for School Safety

Virginia Department of
Criminal Justice Services
805 East Broad Street
Richmond, Virginia 23219
PHONE: (804) 371-6506
(<http://www.vaschoolsafety.com>)

Virginia Department of Education

Safe and Drug-Free Schools and
Communities Program
P. O. Box 2120
Richmond, VA 23218-2120
PHONE: (804) 225-2871
(<http://www.pen.k12.va.us>)

Virginia Department of Fire Programs

101 N. 14th Street, 18th Floor
Richmond, VA 23219-3684
PHONE: (804) 371-0220
(<http://www.vdfp.state.va.us>)

Virginia State Police

P.O. Box 27472
Richmond, VA 23261-7472
PHONE: 24-Hour (804) 674-2000
(<http://www.vsp.state.va.us>)

National Resources

National Center for Missing and Exploited Children (NCMEC)

Charles B. Wang International
Children's Building
699 Prince St.
Alexandria, VA 22314-3175
PHONE: (703) 274-3900 (800) 843-5678
FAX: (703) 274-2200
(<http://www.missingkids.com>)

National Crime Prevention Council (NCPC)

1000 Connecticut Ave., NW, 13th Floor
Washington, DC 20036
PHONE: (202) 466-6272
FAX: (202) 296-1356
(<http://www.ncpc.org>)

Crimes Against Children Research Center

University of New Hampshire
126 Horton Social Science Center
Durham, NH 03824
PHONE: 603-862-1888
(<http://www.unh.edu/ccrc/>)

Evaluation of KIDsafe Virginia Crime Prevention Lessons

Attention Instructors! Please help us evaluate these lessons!

The Governor's Office is very interested in feedback from instructors, classroom teachers, and students. Included with these lessons are the following:

Instructor Feedback (page 35)

This feedback form is designed to be completed by persons who teach KIDsafe Virginia Crime Prevention Lessons. Instructors have the opportunity to rate the quality and organization of lessons, to comment on individual lessons, to identify best features, and to suggest improvements.

Classroom Teacher Evaluation (page 36)

This evaluation form is designed to be completed by classroom teachers in whose classes **KIDsafe** Crime Prevention Lessons are taught. Classroom teachers have the opportunity to assess student knowledge and skills, to rate the effectiveness of lessons, and to suggest improvements.

Student Evaluation (page 37)

This evaluation form is designed to be completed by students who participate in **KIDsafe** Crime Prevention Lessons. Students have the opportunity to assess gains in knowledge, to identify best aspects of the lessons, and to provide feedback on how they plan to use what they have learned.

Please send all evaluation forms to the Governor's Office for Substance Abuse Prevention.

Mail to:

Governor's Office for Substance Abuse Prevention
202 North Ninth Street, Sixth Floor
Richmond, Virginia 23219

Or Fax to:
804-786-1807

Crime Prevention Instructor Feedback



City/County: _____ Grade level(s) taught: _____

Total number of students participating in the lessons taught: _____

1. Please check all lessons you taught and then rate quality and organization using the following scale: **Rating scale: E = excellent; G = good; F = fair; P = poor**

Lessons	✓ if lesson taught	Quality of Content	Organization of lesson	Comments
Lesson I: Crimes Against Teens . . . Know the Facts!				
Lesson II: Pick Your Place . . . Stay Safe!				
Lesson III: Safe at Home!				
Lesson IV: Boyfriend . . . Girlfriend . . . Be Safe!				
Lesson V: Crime Victim and Witness Rights				
Lesson VI: Take a Stand . . . Make the Call!				

2. What are the best features of the Crime Prevention Lessons?

3. What are your suggestions for improving lessons?

4. Would you recommend these lessons to others who work with children? Yes ☐ No ☐

(Optional)

Name: _____ Title: _____

Organization: _____

Crime Prevention Lessons Classroom Teacher Evaluation



Today's date: _____ Your name: _____

Name of school: _____ Grade level of students: _____

City/County: _____

Please check box for lesson(s) taught:

- ☐ Lesson I: Crimes Against Teens . . . Know the Facts!
- ☐ Lesson II: Pick Your Place . . . Stay Safe!
- ☐ Lesson III: Safe at Home!
- ☐ Lesson IV: Boyfriend . . . Girlfriend . . . Be Safe!
- ☐ Lesson V: Crime Victim and Witness Rights
- ☐ Lesson VI: Take a Stand . . . Make the Call!

Total number of students participating in the lessons taught: _____

Please respond to the following statements and questions by circling the response that best describes your views:

1. I think this lesson increased my students' knowledge of crime and its impact on individuals and the community.
Strongly Agree Agree Disagree Strongly Disagree Not applicable
2. I think this lesson helped my students understand strategies for crime prevention.
Strongly Agree Agree Disagree Strongly Disagree Not applicable
3. I think the lesson encouraged my students to become actively involved in crime prevention efforts.
Strongly Agree Agree Disagree Strongly Disagree Not applicable
4. How effectively was this lesson taught?
Very Effectively Moderately Effectively Ineffectively
5. How did your students respond to this lesson?
Enthusiastic Liked Indifferent Did Not Like
6. Would you recommend these lessons to others who teach or work with youth?
Yes ☐ No ☐
If no, please explain: _____

7. Please suggest ways to improve this lesson: _____

8. Other comments? _____

THANK YOU!

Crime Prevention Lessons Student Evaluation



Today's date: _____ Your grade: _____

Name of your school: _____

City/County: _____

Please check box for lesson(s) taught:

- ☐ Lesson I: Crimes Against Teens . . . Know the Facts!
- ☐ Lesson II: Pick Your Place . . . Stay Safe!
- ☐ Lesson III: Safe at Home!
- ☐ Lesson IV: Boyfriend . . . Girlfriend . . . Be Safe!
- ☐ Lesson V: Crime Victim and Witness Rights
- ☐ Lesson VI: Take a Stand . . . Make the Call!

1. Please circle the answer that best describes what you think.

<i>After this lesson,</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Not Applicable</i>
I know more about crime and its impact on individuals and my community	1	2	3	4	NA
I know more strategies I can personally use to reduce my likelihood of becoming a victim of crime.	1	2	3	4	NA
I know more about ways to get involved in crime prevention in my school or community.	1	2	3	4	NA

2. What were the best parts of lessons? _____

3. Would you recommend these lessons to a friend? (check one) Yes ☐ No ☐
Why or why not? _____

4. How do you plan to use what you learned in this lesson? _____

THANK YOU!

Notes



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